

## **Remote Learning at Ashton Community Science College**

### **Curriculum delivery during the pandemic March 2020 - July 2020**

We remained committed to offering a broad, rich and academic curriculum throughout the pandemic. All Students followed their normal school timetable and daily remote lessons were delivered to all students through Microsoft Teams. Lessons consisted of a mixture of live lessons and assignments set by the individual class teacher. Some adjustments were made to the practical curriculum because of limitations to resources in the home - for example in science and DT, but alternative activities linked to the curriculum plan were devised.

Students were provided with personal copies of resources by curriculum leads, which ensured they had access to the most relevant and high-quality materials whilst studying at home during the pandemic. Additionally, laptops, dongles and personal resources such as paper, pens etc were provided to all students who required them.

Children whose parents were classified as key workers and children from vulnerable households were taught in school throughout the Spring and Summer terms.

Engagement with home learning was monitored by individual class teachers and a designated home learning liaison member of staff. Attendance registers detailing attendance and engagement were collected each lesson. Follow up calls were made where attendance or engagement was a concern.

Welfare calls to parents and students were made regularly by progress leaders, teaching staff, support staff and designated safeguarding leads. All students and parents were supported by this team using a triage approach. The high proportion of families eligible for free school meals who were adversely affected financially and emotionally by the pandemic meant that school offered practical support in terms of food distribution and signposting to other agencies in addition to support with learning.

### **Re-opening September 2020**

We remain committed to offering a broad, balanced and rich curriculum for all. We have not narrowed the curriculum and there have been no changes made to time allocation in light of the pandemic.

The curriculum has been designed to empower students to continue progressing towards their long term aspirations. In order to help students address gaps in knowledge, skills and confidence as learners, we have:

- Used formative assessment in the classroom so class teachers understand where students are in their learning.

- Provided departments with time to redesign aspects of their long-term plans in order to ensure students have time to address any gaps in knowledge that may be a barrier to future learning.
- Provided curriculum development funding for departments to ensure that all students have personal copies of relevant resources. These will be used alongside homework tasks to address any gaps in knowledge.
- Strengthened our transition model with year 7 to include an established team of form tutors and increasing the amount of time the AAHT Transition has to monitor and support learning
- Introduced a 2 year form tutor model in years 8 & 9 and years 10 & 11, in order to provide the students with stability and help re-establish friendships.
- Retained a rolling progress leader model from years 8-11 to provide stability and re-establish parental links
- Ensured that, where possible, all students have retained the same class teachers from last year. This means that students are with staff who know their level of working pre-Covid and teachers can provide the most appropriate and personalised work to address any gaps in learning.
- Redesigned the core PE curriculum to help students improve their communication skills and support them in re-establishing or creating new friendships with their peers.
- Completed CATS (Cognitive Abilities Tests) with all Year 7 students. This is used alongside primary school information to help inform future work with the year group and individual students. The results also allow the school to track the year group using FTT, ensuring all students are pushed to reach their full academic potential during their 7 years with us. \*

Catch up funding, provided by the government, is being used to support work with identified students across all year groups. Targeted programmes will be delivered to individuals and small groups of students. These programmes will address needs identified through the strategies listed above.

We have a councillor, mental health first aiders and nurture room intervention team who provide specialist support to students.

### **Contingency plan in the event of a child having to self-isolate - academic year 2021-22**

If a child must self-isolate at home, the school will ensure that the student is provided with work each day they are absent. This work will be set using Microsoft Teams and students should ensure they have any personal work packs to hand as these will be referred to by the class teacher.

Any student who is without ICT provisions during this time will be provided with a laptop. Parents can contact school directly on 01772 513002 to request this.

Further information on remote learning can be found [here](https://www.ashtoncsc.lanacs.sch.uk) ([ashtoncsc.lanacs.sch.uk](https://www.ashtoncsc.lanacs.sch.uk)).

If a <b>single student</b> is self-isolating	<p>The student should follow their school timetable and use the normal timings for the school day.</p> <p>Class teachers will set work for each lesson the student is absent using Microsoft teams. This may be an assignment or an invitation to watch a live stream of the lesson.</p> <p>Students can contact their teachers or support staff via Teams</p>
If a <b>class</b> is self-isolating	<p>The class should follow their school timetable and use the normal timings for the school day.</p> <p>Work will be set every day and will commence at the timetabled lesson time. Whole class lessons will be delivered via a live lesson on Teams. Where this is not possible, work will be placed in the subject Team folder. The class teacher will be available throughout the course of the lesson to offer feedback and support</p>
If a <b>year group</b> is self-isolating	<p>The year group should follow their normal school timetable and use the normal timings for the school day.</p> <p>Work will be set every day and will commence at 9am on the first day of absence.</p> <p>For all subjects the teacher will deliver a live lesson on Microsoft teams at the normal lesson time</p> <p>A full year group assembly will be held on the designated year group day; invitations will be sent via Teams and students should join the assembly at 8.45am</p>
If the <b>school</b> is forced to close	<p>All students will be provided with daily work using Microsoft Teams. The school will review government guidance and the local context at the time however it is anticipated that all students will be taught live lessons in line with the published year group timetable. The structure of the day at home will mirror that in school.</p> <p>A full year group assembly will be held on the designated year group day; invitations will be sent via Teams and students should join the assembly at 8.45am</p> <p>All students should attend the full school assembly on Monday, using the Teams link which will be sent to them.</p>